

## River Springs Elementary

115 Connie Wright Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	888 Students	
<b>Principal</b>	Melissa Cole	803-732-8147
<b>Superintendent</b>	Dr. Scott AndersEn	803-732-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
8	0	0	0	0

## IMPROVEMENT RATING

**GOOD**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Excellent	Good	Yes

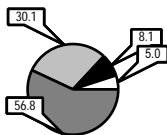
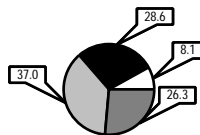
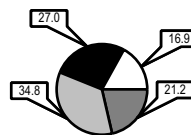
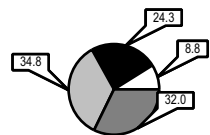
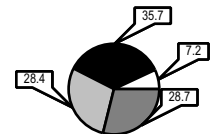
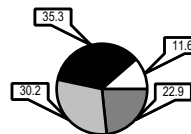
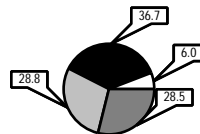
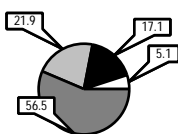
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	433	100.0	5.0	30.1	56.8	8.1	75.2	Yes	Yes
<b>Gender</b>									
Male	206	100.0	8.0	33.2	52.3	6.5	69.8	N/A	N/A
Female	227	100.0	2.3	27.3	60.9	9.5	80.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	308	100.0	3.0	26.6	60.1	10.3	81.1	Yes	Yes
African American	99	100.0	9.7	43.0	46.2	1.1	57.0	Yes	Yes
Asian/Pacific Islander	13	100.0	7.7	15.4	69.2	7.7	84.6	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	402	100.0	3.4	29.4	59.3	8.0	77.8	N/A	N/A
Disabled	31	100.0	25.8	38.7	25.8	9.7	41.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	433	100.0	5.0	30.1	56.8	8.1	75.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	425	100.0	4.6	29.9	57.2	8.3	75.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	49	100.0	10.4	54.2	33.3	2.1	50.0	Yes	Yes
Full-pay meals	384	100.0	4.3	27.0	59.8	8.9	78.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	433	100.0	8.1	37.0	26.3	28.6	73.0	Yes	Yes
<b>Gender</b>									
Male	206	100.0	8.5	34.2	22.6	34.7	74.4	N/A	N/A
Female	227	100.0	7.7	39.5	29.5	23.2	71.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	308	100.0	4.3	34.2	27.6	33.9	79.1	Yes	Yes
African American	99	100.0	19.4	49.5	22.6	8.6	51.6	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	23.1	23.1	53.8	100.0	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	402	100.0	5.9	37.4	27.3	29.4	75.3	N/A	N/A
Disabled	31	100.0	35.5	32.3	12.9	19.4	45.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	433	100.0	8.1	37.0	26.3	28.6	73.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	425	100.0	8.0	36.7	26.3	29.0	73.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	49	100.0	22.9	50.0	14.6	12.5	47.9	Yes	Yes
Full-pay meals	384	100.0	6.2	35.3	27.8	30.7	76.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	433	100.0	16.9	34.8	21.2	27.0	48.2
<b>Gender</b>							
Male	206	100.0	13.1	33.7	19.6	33.7	53.3
Female	227	100.0	20.5	35.9	22.7	20.9	43.6
<b>Racial/Ethnic Group</b>							
White	308	100.0	11.6	32.6	23.9	31.9	55.8
African American	99	100.0	34.4	43.0	14.0	8.6	22.6
Asian/Pacific Islander	13	100.0	0.0	38.5	15.4	46.2	61.5
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	402	100.0	14.2	35.6	22.2	28.1	50.3
Disabled	31	100.0	51.6	25.8	9.7	12.9	22.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	433	100.0	16.9	34.8	21.2	27.0	48.2
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	425	100.0	16.5	34.5	21.7	27.3	48.9
<b>Socio-Economic Status</b>							
Subsidized meals	49	100.0	35.4	43.8	10.4	10.4	20.8
Full-pay meals	384	100.0	14.6	33.7	22.6	29.1	51.8

<b>Social Studies</b>							
All Students	433	100.0	8.8	34.8	32.0	24.3	56.3
<b>Gender</b>							
Male	206	100.0	7.5	29.1	33.2	30.2	63.3
Female	227	100.0	10.0	40.0	30.9	19.1	50.0
<b>Racial/Ethnic Group</b>							
White	308	100.0	6.0	30.6	33.9	29.6	63.5
African American	99	100.0	16.1	51.6	25.8	6.5	32.3
Asian/Pacific Islander	13	100.0	0.0	30.8	38.5	30.8	69.2
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	402	100.0	7.0	35.3	33.0	24.7	57.7
Disabled	31	100.0	32.3	29.0	19.4	19.4	38.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	433	100.0	8.8	34.8	32.0	24.3	56.3
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	425	100.0	8.8	34.5	31.9	24.8	56.7
<b>Socio-Economic Status</b>							
Subsidized meals	49	100.0	18.8	47.9	25.0	8.3	33.3
Full-pay meals	384	100.0	7.5	33.2	32.9	26.4	59.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	139	100.0	2.3	13.1	54.6	30.0	84.6
	4	142	100.0	8.1	41.9	49.3	0.7	50.0
	5	142	100.0	5.9	41.9	46.3	5.9	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	151	100.0	4.8	23.3	62.3	9.6	71.9
	4	138	100.0	4.4	30.9	54.4	10.3	64.7
	5	144	100.0	5.8	36.5	53.3	4.4	57.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	139	100.0	3.8	35.4	33.8	26.9	60.8
	4	142	100.0	9.6	22.8	41.9	25.7	67.6
	5	141	100.0	3.0	31.1	23.7	42.2	65.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	151	100.0	8.9	48.6	30.1	12.3	42.5
	4	138	100.0	8.8	24.3	25.7	41.2	66.9
	5	144	100.0	6.6	37.2	22.6	33.6	56.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	139	100.0	7.7	32.3	35.4	24.6	60.0
	4	142	100.0	19.9	30.1	27.9	22.1	50.0
	5	141	100.0	11.9	27.4	23.0	37.8	60.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	151	100.0	22.6	41.8	25.3	10.3	35.6
	4	138	100.0	15.4	32.4	21.3	30.9	52.2
	5	144	100.0	12.4	29.9	16.8	40.9	57.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	139	99.3	0.0	28.7	37.2	34.1	71.3
	4	142	100.0	9.6	39.7	36.8	14.0	50.7
	5	141	100.0	12.6	38.5	22.2	26.7	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	151	100.0	6.8	39.7	40.4	13.0	53.4
	4	138	100.0	7.4	30.9	27.2	34.6	61.8
	5	144	100.0	12.4	33.6	27.7	26.3	54.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 888)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	97.9%	100.0%
Retention rate	0.8%	Down from 0.9%	1.6%	2.8%
Attendance rate	97.1%	Down from 97.3%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	34.6%	Down from 35.0%	33.7%	10.4%
On academic plans	14.6%	N/AV	14.1%	33.6%
On academic probation	0.0%	N/AV	2.5%	1.0%
With disabilities other than speech	1.5%	Down from 2.9%	6.1%	7.5%
Older than usual for grade	0.0%	No change	0.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 65)</b>				
Teachers with advanced degrees	47.7%	Down from 53.3%	59.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.3%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 79.4%	88.4%	87.3%
Teacher attendance rate	95.4%	Up from 94.7%	95.3%	94.9%
Average teacher salary	\$43,150	Up 2.0%	\$43,493	\$42,485
Prof. development days/teacher	11.1 days	Down from 11.7 days	11.3 days	13.3 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.5 to 1	20.6 to 1	18.6 to 1
Prime instructional time	91.7%	Up from 91.2%	90.6%	89.7%
Dollars spent per pupil*	\$6,192	Up 3.8%	\$6,034	\$6,557
Percent of expenditures for teacher salaries*	68.7%	Up from 67.2%	67.9%	64.0%
Percent of expenditures for instruction*	69.9%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

River Springs Elementary School continues its tradition of excellence with a faculty and staff that is committed to providing quality instruction and learning opportunities in a safe and caring environment for all of our students. Our goal is to ensure that students strive to attain personal best in each and every aspect of their learning.

While we are indeed proud of our accomplishments, we are continually striving to improve. MAP testing data and analysis has enabled teachers to provide instruction addressing the individual needs of each student. Our PACT scores overall reflect great success. However, this provides us with the additional challenge of maintaining this success and ensuring that every child experiences high achievement. We know that if we are to help students reach their maximum potential, we must carefully continue to study the results of these tests. Our task is to analyze how growth occurred and make curriculum and instructional changes in order for our children to continue to be academically challenged. Conversely, we must investigate what changes need to be made when expectations were not met so that we can continue to ensure success for all of our students.

We are the recipients of a Palmetto Gold Award for Student Achievement and a Red Carpet Award for family-friendly Schools. Our school has also been recognized for the fourth consecutive year by the Education Oversight Committee for Closing the Achievement Gap and continues to meet all the requirements of the No Child Left Behind legislation.

With the knowledge that our parents want the very best for their children, we will continue to assure an education that is truly a partnership between school, home, and community.

Lynn B. Robertson, Principal  
Laraine Stevens, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	67	139	98
Percent satisfied with learning environment	98.5%	88.5%	97.9%
Percent satisfied with social and physical environment	97.0%	83.3%	94.9%
Percent satisfied with school-home relations	98.5%	89.2%	87.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.